

**Chinese Link, Elementary Chinese, Simplified Character Version © 2006**

Correlated to:

**Utah Foreign Language Core Curriculum  
(Beginning Level)**

UTAH FOREIGN LANGUAGE STANDARDS AND PERFORMANCE INDICATORS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>GOAL ONE: COMMUNICATE in Languages Other Than English</b>	
Rationale Communicating successfully in other languages depends on developing facility with the languages and a familiarity with the interaction of language and culture in societies. As world boundaries continue to open, both communicatively and physically, it becomes even more important that the study of foreign languages result in a proficiency level which enables students to understand, speak, read, and write appropriately.	
<b>Standard 1.1 Students obtain and provide information, express feelings and emotions, engage in conversations, and exchange opinions.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify sound patterns and writing systems of the target language.	<b>SE: xx-xxiii; F-1-F-12; F-13-F-25; F-26-F-32</b>
B. Express basic physical needs.	<b>SE: F-34-F-35; 169-181; 187-196; 243-254; 313-325</b>
C. Express basic courtesies and appropriate nonverbals.	<b>SE: F-33-F-36; 1-4; 9-11</b>
D. Create simple descriptions.	<b>SE: 1-3; 4-8; 14-16; 28; 30-32; 33-35; 38-39; 44-45; 48; 49-50; 78-82; 96-97; 204-209; 212, 213-214; 278-279; 280-281; 284-285; 294-296</b>
E. Express likes and dislikes.	<b>Opportunities to address this standard may be found here: SE: 145-162; 167; 175-175, 177, 180-181, 280-281</b>
F. Express agreement and disagreement.	<b>Opportunities to address this standard may be found here: SE: 3-8; 114-119</b>
G. Ask and answer questions.	<b>SE: 3; 5; 8; 15-16; 17-18; 21-22; 28; 31-32; 33-34; 38-39; 46-47; 54; 60; 65-66; 82-83; 90; 98-99; 101; 104; 113-115; 117; 120; 128-130; 133; 137-138; 173-175; 181; 189-191; 229-231; 246-247; 248-249; 251; 264-266; 280; 286-287; 297-298; 306; 312; 316-317; 322-323; 324-325; 344-345; 357-359; 364</b>
H. Make and respond to simple requests.	<b>SE: 173-175; 180-181; 189-191; 192; 196-197; 209-211</b>
I. Participate in one-on-one Interactions.	<b>SE: 8; 22; 28; 39; 54; 60; 90; 104; 110; 120; 137; 143; 161; 180-181; 196-197; 237; 242; 254; 271; 275-276; 286-287; 306; 312; 324-325; 346-347; 354; 384; 392</b>

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<b>Standard 1.2 Students understand, interpret, and respond to written and spoken language on a variety of topics.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Respond appropriately to directions, instructions, and commands.	<b>SE: F-4; F-13-F-25; F-34-F-36; 6; 19-20; 36; 51-52; 69; 87; 102; 117-118; 134; 178; 194; 216; 234; 250; 267-268; 284; 321; 343; 362; 381</b>
B. Respond to simple oral or written descriptions. (Identify)	<b>SE: 161; 162; 165-166; 186; 216; 219-220; 292; 343; 349</b>
C. Read and respond to developmentally appropriate materials.	<b>SE: 6, 19; 36; 51; 69; 86; 102; 117; 134; 156; 177; 193; 215; 233; 250; 267; 281; 283; 301; 320; 342; 362; 374-375</b>
D. Respond to speech of peers and adults students know.	<b>SE: F-4; F-13-F-25; F-34-F-36; 3; 5; 6; 8; 15-16; 17-18; 19-20; 21-22; 28; 31-32; 33-34; 36; 38-39; 46-47; 51-52; 54; 60; 65-66; 69; 82-83; 87; 90; 98-99; 101; 102; 104; 113-115; 117-118; 120; 128-130; 133; 134; 137-138; 173-175; 178; 181; 189-191; 194; 216; 229-231; 234; 246-247; 248-249; 250; 251; 264-266; 267-268; 280; 284; 286-287; 297-298; 306; 312; 316-317; 321; 322-323; 324-325; 343; 344-345; 357-359; 362; 364; 381</b>
E. Identify aural, visual, and contextual clues.	<b>SE: F-4; F-5-F-7; F-7-F-8; F-27; 21; 59; 94; 109; 225; 274; 304-305; 307</b>
F. Comprehend and respond to simple personal written communication such as notes, invitations, and letters.	<b>SE: 6; 19; 36; 51; 69; 86; 102; 117; 134; 156; 177; 193; 215; 233; 250; 267; 281; 283; 301; 320; 342; 362; 374-375</b>
G. Identify main ideas and key words in oral and written material.	<b>Opportunities to address this standard may be found here: SE: 6; 19; 36; 51; 69; 86; 102; 117; 134; 156; 177; 193; 215; 233; 250; 267; 283; 301; 320; 342; 362; 380</b>
<b>Standard 1.3 Students present information, concepts, and ideas to listeners and readers for a variety of purposes.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Give directions, commands, and instructions.	<b>SE: 38; 137-138; 161; 202; 216; 237; 275-276; 306; 348</b>
B. Give a description using phrases or simple sentences.	<b>SE: 72; 137; 137-138; 143; 161; 162; 197; 219; 242; 254; 287; 306; 324-325; 346; 349; 393</b>

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C. Write a personal communication.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 371-384; 83; 144; 149; 167-168</b>
D. List main ideas of selected authentic or contextualized material.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 6; 19; 36; 51; 69; 86; 102; 117; 134; 156; 177; 193; 215; 233; 250; 267; 283; 301; 320; 342; 362; 380</b>
E. List events.	<b>SE: 145-162; 165-166; 215; 230-237; 263-267; 306</b>
F. Present prepared material to an audience.	<b>SE: 22; 52; 54; 87; 90; 104; 110; 158; 167; 202; 242</b>
<b>GOAL TWO: Gain Knowledge and Understanding of OTHER CULTURES</b>	
Rationale Studying another language provides students a unique opportunity to understand different cultures by discovering the practices and perspectives of the target cultures.	
<b>Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify and react to perspectives and practices in the cultures.	<b>SE: 9-12; 23-27; 40-42; 55-59; 73-76; 91-94; 105-109; 121-124; 139-142; 163-166; 182-186; 198-201; 221-226; 238-241; 255-258; 272-274; 288-292; 307-311; 326-330; 350-353; 366-370; 385-391</b>
B. Recognize and discuss language and behaviors that are evident in the target cultures.	<b>SE: 9-12; 23-27; 40-42; 55-59; 73-76; 91-94; 105-109; 121-124; 139-142; 163-166; 182-186; 198-201; 221-226; 238-241; 255-258; 272-274; 288-292; 307-311; 326-330; 350-353; 366-370; 385-391</b>
C. Identify some commonly held generalizations about the cultures studied.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 9-12; 23-27; 40-42; 55-59; 73-76; 91-94; 105-109; 121-124; 139-142; 163-166; 182-186; 198-201; 221-226; 238-241; 255-258; 272-274; 288-292; 307-311; 326-330; 350-353; 366-370; 385-391</b>
D. Identify social and geographic factors that impact cultural practices.	<b>SE: 9-12; 23-27; 40-42; 55-59; 73-76; 91-94; 105-109; 121-124; 139-142; 163-166; 182-186; 198-201; 221-226; 238-241; 255-258; 272-274; 288-292; 307-311; 326-330; 350-353; 366-370; 385-391</b>

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E. Identify common words, phrases, and idioms that reflect the cultures.	<b>SE: 9-12; 23-26; 40-41; 55-59; 73-76; 91-94; 105-108; 121-124; 139-142; 163-166; 182-186; 198-201; 221-226; 238-241; 255-258; 272-274; 288-292; 307-311; 326-330; 350-353; 366-370; 385-391</b>
<b>Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify some products of the target countries.	<b>SE: 105-107; 123-124; 141-142; 182-184; 198-200; 221-223; 238-240; 255-257; 272-273; 326-328; 382-388</b>
B. Identify the expressive forms of the target cultures such as art, literature, music, dance, and drama.	<b>SE: 221-223; 238-240; 385-388</b>
C. Identify objects, images, and symbols of the target cultures.	<b>SE: 40-41; 238-240; 255-257; 288-290; 307-309; 326-327</b>
D. Identify the relationship between cultural perspectives and products/contributions as reflected in visual arts, literature, music, dance, and drama.	<b>Opportunities to address this standard may be found here: SE: 221-223; 238-240; 385-388</b>
E. Identify and explain needs and behaviors as reflected in laws, advertisements, and exports and imports.	<b>SE: 55-57; 91-92; 93-94; 198-200; 201; 272-273; 274; 307-309; 330; 350-352; 353; 389-390</b>
F. Identify contributions of diverse groups within the target cultures.	<b>SE: xx-xxiii; 182-184; 255-257</b>
G. Recognize the effects of the target cultures on individuals within their society.	<b>SE: 23-25; 40-41; 55-57; 73-74; 91-92; 121-122; 163-164</b>
<b>GOAL THREE: CONNECT With Other DISCIPLINES and Acquire Information</b>	
Rationale Connecting the target language curriculum with other parts of students' academic lives opens doors to information and opportunities which enrich their entire school and life experience. A conscious effort to make these connections will create a flow of interaction between the target language classroom and other disciplines, enriching the curricula.	
<b>Standard 3.1 Students reinforce and expand their knowledge of other disciplines through the target language.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify and apply, within a familiar context, information and skills common to other disciplines and language study.	<b>Opportunities to address this standard may be found here: SE: F-37; 29-39; 97; 182-184; 275-286; 292; 307-309; 313-321; 326-328; 329-330; 385-388</b>

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B. Identify, through target language resources, information for use in other disciplines.	<b>Opportunities to address this standard may be found here:</b> <b>SE: F-37; 29-39; 43-54; 97; 182-184; 275-286; 292; 307-309; 313-321; 326-328; 329-330; 385-388</b>
<b>Standard 3.2 Students acquire information and recognize viewpoints available through the target language and its cultures.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify information from sources intended for native speakers of the target language.	<b>SE: 12; 26-27; 42; 59; 76; 93-94; 108-109; 122; 123-124; 141-142; 165-166; 185-186; 201; 225-226; 258; 274; 292; 310-311; 329-330; 353; 369-370; 389-391</b>
B. Identify perspectives of the target cultures using authentic sources.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 6; 36; 103; 135; 158; 178; 194; 216; 234; 251; 268; 284; 302; 321; 343; 363; 381</b>
<b>GOAL FOUR: Use COMPARISONS to Develop Insight Into the Nature of Language and Culture</b>	
Rationale Discovering patterns among language systems and cultures enhances the students' language learning experience. Students understand better their own language and culture when they are able to compare and contrast them with other languages and cultures.	
<b>Standard 4.1 Students recognize that languages have differences in words, expressions, and sentence structure. They compare and contrast target language patterns with their own.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify borrowed words in the students' own language and in the target language.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 30-31; 34; 182-184; 255-257</b>
B. Identify common cognates in the target language.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 30-31; 34</b>
C. Identify commonly occurring idiomatic expressions in the students' own language and in the target language.	<b>SE: 11-12; 25-26; 41; 58; 75; 93; 108; 123; 140-141; 164; 185; 200; 224; 240; 257; 273; 291; 309-310; 329; 352; 369; 388-389</b>
D. Identify the structural patterns of the target language and compare them to the students' own language. (Syntax)	<b>SE: 4-5; 17-19; 33-35; 47-50; 67-68; 84-85; 100-102; 116-117; 132-133; 150-155; 176; 192-193; 213-215; 232; 248-249; 266-267; 282-283; 299-300; 318-319; 338-341; 360-361; 376-379</b>

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<b>Standard 4.2 Students recognize that cultures use different patterns of interaction. They compare and contrast the cultural patterns of the target language to their own.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify the similarities and differences in patterns of interaction between the target cultures and the students' own culture.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 2-3; 9-11; 15; 31-32; 46; 65; 73-74; 82-83; 98; 113-114; 128-129; 148; 173; 189-190; 209-210; 229-230; 246; 264; 280; 296-297; 316; 335-336; 357-358; 373-374</b>
B. Identify similar and different behavioral patterns, including the use of nonverbals, between the target cultures and the students' own culture.	<b>SE: 23-25; 40-41; 55-57; 73-74; 91-92; 121; 139-140; 272-273; 307-309</b>
C. Identify the various cultures within the students' own community.	<b>SE: N/A</b>
D. Review products/contributions from the target cultures.	<b>SE: 182-184; 198-200; 221-223; 238-240; 255-257; 272-273; 288-290; 326-328; 366-368; 385-388</b>
<b>GOAL FIVE: Participate in Multilingual COMMUNITIES</b>	
Rationale Learning a foreign language enhances career opportunities and enriches students' personal lives. The technology revolution, international marketing, and improved transportation bring opportunities to learn, use, and enjoy a variety of languages in local, national, and international communities.	
<b>Standard 5.1 Students use language skills and cultural knowledge to connect with local, national, and international communities.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify the target language in the students' daily lives.	<b>SE: N/A</b>
B. Locate resources in the community to research the target cultures.	<b>SE: N/A</b>
C. Locate connections with the target communities through the use of technology, media, and other authentic resource.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 42; 139-140; 141-142; 165-166; 182-184; 288-290; 310-311; 366-368; 385-388</b>
D. Identify authentic sources that provide viewpoints of other cultures toward the United States and its role in the world arena.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 92; 184; 198-200; 221-223; 326-328; 366-368</b>

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E. Identify examples of the interdependence of the world's communities.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 139-140; 184; 198-200; 221-223; 272-273; 326-328</b>
<b>Standard 5.2 Students develop skills of lifelong learners by using language for personal development.</b>	
<b>Progress Indicators</b>	
<b>Beginning</b>	
<i>Students are able to:</i>	
A. Identify occupations which require or are enhanced by proficiency in more than one language.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 81-82</b>
B. Identify activities of the target cultures available in the students' community.	<b>Opportunities to address this standard may be found here:</b> <b>SE: 182-184; 272-273; 288-290; 385-389</b>